

Presidio honors Commodore Sloat for decisive role in U.S. history

Story and photos by Joseph Morgan Staff Writer

The 153rd anniversary of the landing in Monterey of U.S. Navy Commodore John Drake Sloat was celebrated July 10 with members of Monterey's military and civilian communities paying tribute to Sloat's coolheaded decisiveness in time of war.

The afternoon celebration was staged at the foot of the Presidio's landmark Sloat monument that overlooks the site of the July 7, 1846, military action.

"This commemoration that we do every year is special because of the historic nature of this spot," said Col. Daniel Devlin, Defense Language Institute Foreign Language Center Commandant and Presidio of Monterey Commander, who hosted the event.

"The Presidio shares its birthday, 3 June 1770, with the city of Monterey, although there weren't American soldiers here from that date," Devlin said. "It was Commodore Sloat's landing in 1846 that brought American servicemembers to the Presidio with their presence here since

that day."

On that day, soon after the declaration of war between the United States and Mexico, the course of United States history was altered.

"I declare to the inhabitants of California that although I come in arms with powerful force, I do not come among them as an enemy to California," Sloat declared in a proclamation read in English and Spanish to the startled residents of Monterey, as three warships under Sloat's command rode at anchor in Monterey Bay.

"On the contrary," the proclamation continued, "I come as their best friend, as henceforth California will be a portion of the United States and its peaceful inhabitants will enjoy the same rights and privileges as the citizens of any other portion of that territory with all the rights and privileges they now enjoy."



At the foot of the Sloat Monument, U.S. Navy Rear Admiral Robert C. Chaplin, Superintendent of the Naval Postgraduate School in Monterey, reads Commodore Sloat's dramatic 1846 proclamation.

In the days leading up to the landing, Sloat had sailed up the Pacific coast and into Monterey Bay aboard the U.S. Pacific Squadron's flagship Savannah.

From the Savannah, Sloat ordered the firing of a 21-gun salute, then sent a contingent of 250 sailors and Marines ashore to raise the 28-star flag of the United States over Monterey's Custom House.

Historians view Sloat's action as decisive in the eventual consolidation by the United States of some 500,000 square miles of territory in present-day California, Nevada, Arizona, New Mexico, Colorado, Utah and Wyoming. By claiming it, the United States acquired a land mass second in size only to the Louisiana Purchase and embarked on a course of westward expansion that would extend the nation from the Atlantic coast to the Pacific coast.

"Not a shot was fired in anger," noted U.S. Navy Rear Admiral Kevin



Presentation of colors by a joint-service color guard is part of the ceremony.

Green, Commander of Cruiser-Destroyer Group Three, who was keynote speaker at the commemoration.

Green added that shortly after the landing, Sloat finessed a second challenge with the same decisiveness and restraint.

"Less than two weeks later, when the British sailed into Monterey Bay to claim California for Great Britain as payment for a debt owed by Mexico, the British were denied," Green said. "Again, not a shot was fired in anger."

Green said the two events exemplify the most successful type of military campaigning.

"Commodore Sloat was an experienced warrior. He was certainly not afraid to fire in anger or to take fire in return," Green said. "He had served in the War of 1812 and later fought pirates in the West Indies. Commodore Sloat was a man who obviously knew when to fight, what to fight for, and when a military engagement was not needed to win the prize."

Present-day governments can learn from Sloat's 19th-century triumph, Green added.

"When he took California, he did so by protecting the rights of the current inhabitants, just as if they were already citizens of the United States," Green said. "I think this is an obvious lesson that's lost on



Members of each military service take part in the placement of wreaths atop the Sloat Monument in honor of Commodore Sloat.

many governments today -- the lesson of protecting the rights of the inhabitants above all."

Green said the government of the United States has outlived the governments of most other nations partly because Americans have upheld human rights.

"This element of integrity is a key to our continuing existence as a nation" Green said. "Our willingness to learn and implement change for the better keeps us a strong nation. We're not perfect, but we're always trying to improve."

Walter Coolly, senior warden of Monterey Lodge 217 of the Free and Accepted Masons of California, whose organization financed and oversaw the construction of the Sloat Monument, recounted the monument's history and its 1910 unveiling.

The Monterey Community Band conducted by Dick Robins provided music for the celebration. Colors were presented by an Army-Coast Guard joint-service color guard and by the U.S. Naval Sea Cadets, Monterey County Division. The cadets wore historical Navy uniforms of the War with Mexico era.

Army Chaplain (Lt. Col.) David Reese of DLIFLC conducted an invocation at the beginning of the ceremony and Father Vanden Boogard, Chaplain, Naval Support Activity, Monterey Bay, conducted a benediction at its closing.

Throughout the event's planning, members of the Monterey History and Art Association, including Executive Director Linda Jaffe and President Kathi Wojtkowski, served on the Sloat Landing Committee, which was chaired by retired U.S. Navy Cmdr. Clarence Lambing.



Airman 1st Class Stephanie Cooper gets a handshake from Col. Devlin after participating in the ceremony's wreath-laying. Devlin wears an historic U.S. Army cavalry uniform each year for the occasion.

Share your ideas on foreign language instruction with readers from DLIFLC's academic journals

By Lidia Woytak
Editor, Academic Journals

Long summer days provide you a great opportunity to cut an hour here or there to write an article for *Applied Language Learning* (ALL), an official U.S. Army journal, or *Dialog on Language Instruction* (DLI), an internal DLIFLC journal. These two journals contain not only research articles on instructional methods, techniques, and materials development, but also empirical investigations of instructional processes, language approximations and impact of communicative needs on language acquisition. Further they offer the means to state and even exchange perspectives related to foreign language education and the Institute's activities.

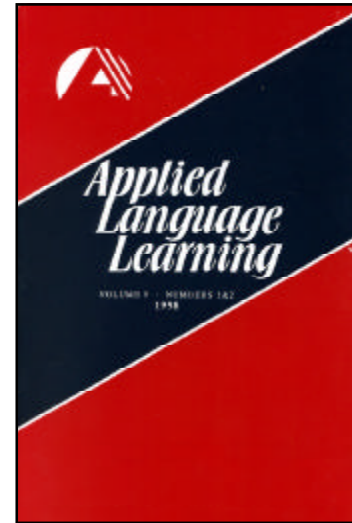
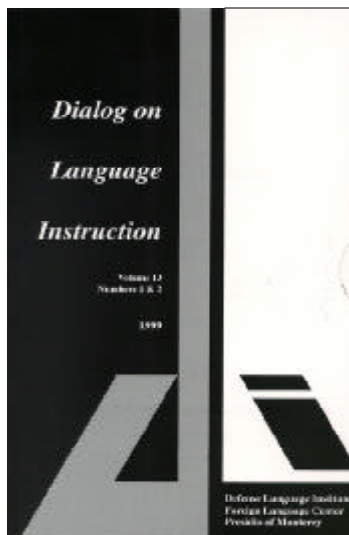
In your spare time as well as part of your professional development, read articles on adult language learning, research reports, and reviews written by military and civilian internationally recognized scholars for ALL. Reread research and review articles and short "Faculty Exchange" articles written for DLI by the faculty at DLIFLC. Take a look at reviews and "News and Views" reports.

Fill the pages of these two journals to share ideas and information on your insights into learners' acquisition of language, discoveries of classroom dynamics, and invasion of pragmatics into the world of linear learning. Take the advantage of the intensive learning setting at the Institute, variety of languages offered, and availability of learning tools.

Types of Manuscripts

Research and Review Articles

If you are interested in submitting a manuscript to these academic journals, structure it in a form of a research or a review article. In your research article include such parts as abstract, introduction, method, results, discussion, conclusion, notes, references, acknowledgments, and appendices (if applicable). Look



for detailed information pertaining to each part in "Information for Contributors" published in each issue of the journal.

In preparing your review article, describe, discuss, and evaluate several publications that fall into a topical category of foreign language education. Point out the relative significance of the publications in the context of teaching realms.

Your review or a research article for ALL should run about 20-30 double-spaced pages and 15-20 for DLI. Adjust the style of your manuscript to the guidelines of the Publication Manual of the American Psychological Association (4th Ed., 1994) available at the Aiso Library on the Presidio.

Faculty Exchange

Share an idea through a brief, two to five pages long, article on innovative classroom practices, effects of instruction on acquisition, interface of learner with computer, use of authentic materials, and language approximations. If applicable, append a sample of an instructional activity illustrating your idea.

Reviews

Submit a one-to-two pages long double spaced review of a textbook, scholarly work, a dictionary, a test, or computer software. Give a clear brief statement of the contents and your assessment of contribution to the profession.

News and Views

Report on matters related to language instruction or evaluation such as conferences, official trips, visitors to the Institute, special events, new instructional techniques, training aids or materials, research findings, or news items.

Review Process

Submit your manuscript for publication in ALL or DLI. Following acknowledgement of receipt of your manuscript, I will send it to two reviewers whose area of expertise includes the subject of the manuscript and who are published authors them-

selves. In accordance with the blind review system, neither you, the author, nor the reviewers of your manuscript know each others' identities. Reviewers base their recommendations on such factors as significance of contribution to the Institute, rendering of the purpose, quality of writing, logic of organization, relevance of examples, applicability to instruction, and inclusion of relevant research.

Expect to be asked to revise your manuscript prior to publication. Manuscripts are rarely accepted "as is" by the journals or by any other publications. You may be asked to consider other

sources, to elaborate on a certain point, to provide an example, or a citation.

Publishing Tips

After you complete your manuscript, put it aside for a few days and afterward read it again pretending someone else wrote it. Consider giving it to your friend for a comment.

Stop by the Tin Barn building, down the hallway from the Equal Opportunity and Equal Employment offices, or, give me a call at 242-5638 to discuss your ideas, or simply send it to ATFL-AP-AJ.



DLIFLC's journals win widespread recognition

Readerships of *Dialog on Language Instruction* and *Applied Language Learning* have praised the two latest editions. Chairman of the Joint Chiefs of Staff, General Henry H. Shelton, wrote, "Thank you for the latest edition of *Dialog on Language Instruction*. Once again, your journal has provided unique and valuable perspectives and professional insights from the world-class DLIFLC faculty." (8 July 99) World famous author of tens of French language textbooks, Professor Rebecca Valette of Boston College wrote, "I enjoyed the current issue on aptitude testing." (21 May 99) Professor Andrew Cohen of University of Minnesota, editor of *Applied Linguistics* and President of American Association of Applied Linguistics, wrote, "I have been pleased over the years at the high level of the articles appearing in ALL. Some highly respected colleagues in the field of applied linguistics have been featured." (27 May 99) Professor Dagmar Waters of Arlington stated, "Your contributors are well-versed in language instruction, recognized in their field and have presented at conferences where I had the opportunity to meet them. Your magazine presents language learning knowledge where it's at!" (17 May 99) Professor John Hardman of Northern Illinois University wrote, "It's a material resource. I read all the issues and rely on them for relevancy and rigor." (25 May 99) Numerous DLIFLC faculty members also expressed appreciation of *Applied Language Learning*. Professor Yoo Sang Rhee of SAB-KC stated, "I feel proud we have this scholarly publication at DLI." (22 April 99)

Applied Language Learning, a journal of integrative articles and research reports on adult language learning for functional purposes, is an official U.S. Army publication authenticated by Administrative Assistant to the Secretary of the Army and U.S. Army Chief of Staff. It was authorized on June 12, 1987 by Brig. Gen. Thomas C. Foley, Deputy Chief of Staff for Doctrine at TRADOC. TRADOC, a strong supporter of the journal, recommended last May that the budget of *Applied Language Learning* should be increased by two additional slots for the staff. The other journal, *Dialog on Language Instruction*, a forum for faculty and staff to share their ideas and experiences on language learning, is an occasional in-house publication.

The purpose of *Dialog on Language Instruction* and *Applied Language Learning* is to elevate professional competency and motivation of teachers, foster academic research in the language learning process, increase contacts and sharing of information with the foreign language academic community, and support

Command Language Programs worldwide.

The readership, the setting of the subject matter, and the extent of coverage define the journals. *Applied Language Learning* is distributed among the foreign language educators and managers of U.S. government language schools (Foreign Service Institute, National Security Agency, Central Intelligence Agency, Air Force Academy, West Point), U.S. Command Language Program worldwide, international defense schools (National Defence Headquarters, Canadian Forces Foreign Language School, Bundersprachenamt), major universities and colleges (Harvard University, University of Southern California, Yale University, Stanford), as well as relevant publishers and organizations. Distribution of *Dialog on Language Instruction*, on the other hand, is limited mostly to the U.S. government language schools and organizations including the U.S. Command Language Program. As a DLIFLC publication, the journal targets mostly its civilian and military faculty.

The articles published in *Applied Language Learning* and *Dialog on Language Instruction* focus on the use of language in military encounters, business transactions, diplomatic exchanges, and small talk. Some issues are thematic, for example, Volume 4 of ALL, still requested, is devoted to technology in language learning and Volume 9—to aptitude testing; while other issues contain a variety of topics.

Articles in *Applied Language Learning* refer to institutional, individual, immersion, and distance settings for adult learners; articles in *Dialog on Language Instruction*, on the other hand, refer primarily to intensive learning settings for adults.

Applied Language Learning contains 15-25 pages long research articles and, occasionally, shorter research reports. *Dialog on Language Instruction* contains 10-15 pages long articles and three-five pages long faculty exchange essays on classroom discoveries and observations.

Both journals are growing at a great pace encircling more readers involved in enabling people to use a language as a tool.



Korean school commemorates Korea's independence from Japan with picnic

By Bo Y. Park

Assistant Professor, Asian School II

Defense Language Institute Foreign Language Center

Korea received its independence from Japanese occupation rule on Aug. 15, 1945. To commemorate the occasion, Korean students, staff and faculty from Asian School II enjoyed themselves with a picnic at the Naval Postgraduate School's picnic area on Aug. 13.

The Defense Language Institute Foreign Language Center provided bus service to the picnic site. Several hundred people including the Korean faculty participated in this event. In fact, the turnout was the biggest among all the Korean Cultural Day picnics that the Korean school ever had.

The commemoration began with national anthems of the United States and Korea followed by comments by Dr. Thomas Parry, the dean of Asian School II. He emphasized the present position of Korea in relation to the world situation, its importance in the U.S. government, and the growing necessity of learning the Korean language in connection with this.

Next, Dr. Sang Il Lee, the Korean D Department chairperson, gave Liberation Day remarks in Korean with simultaneous translation into English excellently done by an advanced course student, stressing the cooperation among departments in the Korean school and all language schools at DLI.

Immediately after that, three invited guests demonstrated one of the Korean traditional martial arts, Hwarangdo, with "command" words in Korean, which almost every participant watched with absorbed interest.

After the demonstration, Henry T. Lee, the chief master and

also the president of the World Association of Hwarango, explained the essence of the Korean martial arts, - the inner energy, the exterior energy and the mind concentration.

It was followed by a class line dance with singing, a folk art that originated in the state of Texas. Every one enjoyed looking at it. Also there were volleyball, softball and golf games in which students and instructors played together, and some students took pleasure in throwing Frisbees.

Besides the afore-mentioned games, there were two kinds of Korean traditional chess. Students learned how to play each of these from Korean instructors or played the games with other students using the Korean language. Also, some students were seen seriously playing the game of five checkers-in-a-row, a version of one of the chess games mentioned above.

Students who helped instructors prepare and distribute the Korean food had ample chances to practice their Korean.

Not to be missed is the report of the Korean traditional hot food or kimchi-eating contest, in which each contestant had to eat a cup of kimchi as fast as possible for a prize, which made the winner proud of himself. Many brave students partook of this contest. Some students who wore Korean traditional clothes cut conspicuous figures. I hope to see more students and instructors wear that kind of clothing and to see a student chorus sing Korean and American folk songs in Korean on such a day as today.

All the participants delighted in the out-of-class mood in the fresh, crisp air. This successful picnic was a mixture of languages - Korean and English, and cultures - Korean and American. In fact, DLI students need as many such days as possible for the deep understanding of the target cultures and history, both of which play an essential part in their language learning.



Monterey Vietnam Vets presents Asian School with MIA flag



Members of Korean Basic Course 0699 of Asian School II join representatives of Vietnam Veterans of Monterey County for the presentation to the school of a Prisoner of War Missing in Action flag. The flag serves as a reminder that not all American service members who served in conflicts in Southeast Asia and elsewhere, some of them known to have become prisoners of war, are accounted for. Participants at the presentation on the steps of Pomerene Hall include (foreground, from left) Maj. Dong C. Ha, Asian School II assistant dean; James A. Abernathy, VVMC board member; F. Maitland Cuthbertson (holding flag), VVMC president; Kevin Moore, VVMC board member and Presidio of Monterey Army Community Services director; Peter Sewald (holding flag), VVMC board member; T.C. Han, Asian School II Department B chairperson; Alice K. Lee, Asian School II Department A chairperson; C.J. Corkhill (holding flag), VVMC vice president; and Dave Guernsey (with glasses), VVMC board member. (Photo by Joseph Morgan)

Air Force 17th Training Group receives highest unit-level intelligence award in DoD

By Senior Airman Raymond Giuliano
17th Training Wing Public Affairs

GOODFELLOW AIR FORCE BASE, Texas—The 17th Training Group here was officially notified of its selection as the National Intelligence Meritorious Unit Citation Award winner Aug. 13.

This award is the highest military unit-level intelligence award in the Department of Defense, and honors units within the U.S. defense intelligence community for meritorious service, achievement, or conduct of national or community-wide significance, said Senior Master Sgt. Jonathan Trexel, manpower superintendent for the 315th Training Squadron.

“This is quite an honor for all of us here in the 17th Training Group,” said Col. Sandra Wilson, 17th TRG commander. “I am very proud to be serving with each and every person in this organization. This recognition is well deserved and I thank all the fine people who contributed in making this reward possible.”

One of the unit’s biggest accomplishments in the past year that helped it earn the award was its use of a new software program vital to the training curriculum.

The outdated 16-week Defense Sensor Interpretation and Application Training Program course required students to be in-residence, but the new Joint Imagery Analysis Course is an exportable, computer-based program that has all the teachings of DSIAP, along with new features, Trexel said. JIAC allows people to significantly upgrade their intelligence skills at their home units with the most in-depth intermediate and advanced imagery training possible.

Another significant accomplishment of the unit, was the establishment, through coordinated efforts with Air Staff, of the first-ever threat facility.

The facility provides all Department of Defense and international intelligence students at Goodfellow with hands-on exposure to foreign military aircraft, weapons systems and hardware.

This exposure to equipment and concepts, previously available only through diagrams and pictures, has provided students with a deeper understanding and appreciation of these military components, Trexel said.

In addition to new improvements, the unit proved itself just as dynamic in the realm of overseas deployments by sending its instructors to provide training to more than 170 military members worldwide.

In response to ongoing joint combat operations around the world, 17 TRG linguists quickly responded by implementing two new linguist aircrew training courses for the RC-135/RIVET JOINT, cutting field unit training time in half, Trexel said. The caliber of these linguists was also tested at the 1998 DOD Worldwide Language Olympics, a 10-team competition where the 17 TRG multi-service team captured the overall best DOD unit award and 42% of the individual honors.

In an effort to provide students with the most advanced training possible, the unit is also working continuously to replace obsolete equipment with state-of-the-art, computer-based hardware and software programs, said Capt.

Robert Caley, 17th Training Group executive officer.

During fiscal year 1999, more than 900 new computers are expected to be installed and ready for action.

Sixteen designated representatives from the unit attended an awards ceremony Aug. 20 at the Central Intelligence Agency auditorium in Washington D.C. to accept the award.



Guests tour Stilwell Hall, fate unknown

Story and photos Bob Britton
Staff Writer

Approximately 300 people toured Fort Ord's Stilwell Hall overlooking Monterey Bay Aug. 1. The Presidio of Monterey and the Fort Ord Alumni Association from California State University at Monterey Bay sponsored what could be a final look at this 52,000 square foot building. Dr. Stephen Payne, Defense Language Institute Foreign Language Center assistant provost and accreditation liaison officer and former deputy command historian, served as tour guides.

In 1943 when the Army dedicated the Soldiers Club, the bluffs extended about 40 more feet into the Bay. However, severe storms and erosion through the years have reduced the sandy cliff area to within about 15 inches of one rear corner

of the facility. Last year's El Niño storms wiped out about 30 feet of the seawall bluffs and La Niña storms this year caused further damage. Army officials worry that the building won't make it through another severe stormy winter.

The Army has \$3 million set aside to deconstruct or help relocate Stilwell Hall about 700 feet further inland. Another \$12 million is needed to relocate and renovate the historic club. Unfortunately, the Army, federal and state governments and private donors or corporations have not found this additional funding to save Stilwell Hall. The future is in limbo.

If last minute money saves the building, it could be used in the future as visitors' center, parks and recreation department headquarters, a cultural center or an Army museum. But time is running out.

Gen. Joseph "Vinegar Joe" Stilwell originated the concept of a Soldiers Club

in 1940 when he was commander of Fort Ord and the reactivated 7th Infantry Division. He envisioned a recreation area by the bluffs with separate enlisted, noncommissioned officers and officers clubs, a swimming pool, athletic fields and a chapel.

"According to family members, General Stilwell had two nicknames, with the officers calling him 'Vinegar Joe,'" said Payne. "He described himself as unreasonable, like a dictator, a sourball, sullen, heartfelt and vulgar. He drove himself and his officers hard in training because he knew what he and his soldiers would be facing in combat during World War II. He had been in World War I and knew what it was like to be in a war setting."

Enlisted soldiers gave Stilwell the nickname of "Uncle Joe," because he cared for the welfare of his soldiers and wanted to do things for them.



Historic Stilwell Hall is in danger of falling into Monterey Bay. The Presidio of Monterey and the Fort Ord Alumni Association from California State University at Monterey Bay sponsored a tour, which attracted 300 people on Aug. 1. The building, dedicated in 1943, served as a Soldiers Club, Noncommissioned Officers Club, recreation center, a community center and a roller skating rink.